

ET – A LOCAL WAY OF LEARNING

Title: NATURE FRAME-UPS
Author: Ruth Emery, Eulalie R. Rivera
Grade Level: K-2

Concepts:
6. Resources
12. Stewardship

Disciplines:
1. Language Arts
2. Social Studies
3. Science
4. Art
5. Mathematics

Objective:

The students will become more sensitive to color, line, texture, and size and shape in nature as a result of looking closely, handling and arranging the items that they select for their nature frame up.

Rationale:

While the final product in this task is highly decorative and individually designed, the process involved in planning it and putting it together encompasses not only perceptual and designing episodes, but mathematics, science, and language arts experiences. Students learn about the natural objects they have collected.

Materials Needed:

Assorted natural objects, which can be collected by each individual child. Seed pods, feathers, shells, beans, pieces of old Danish pottery collected from the sea shore, driftwood, dried flowers, leaves, sticks, small rough or polished pebbles, sea glass. Each student will need a small piece of ply board, pressboard, or cardboard to use as a frame for backing. Bottle of white glue.

Directions/Activity:

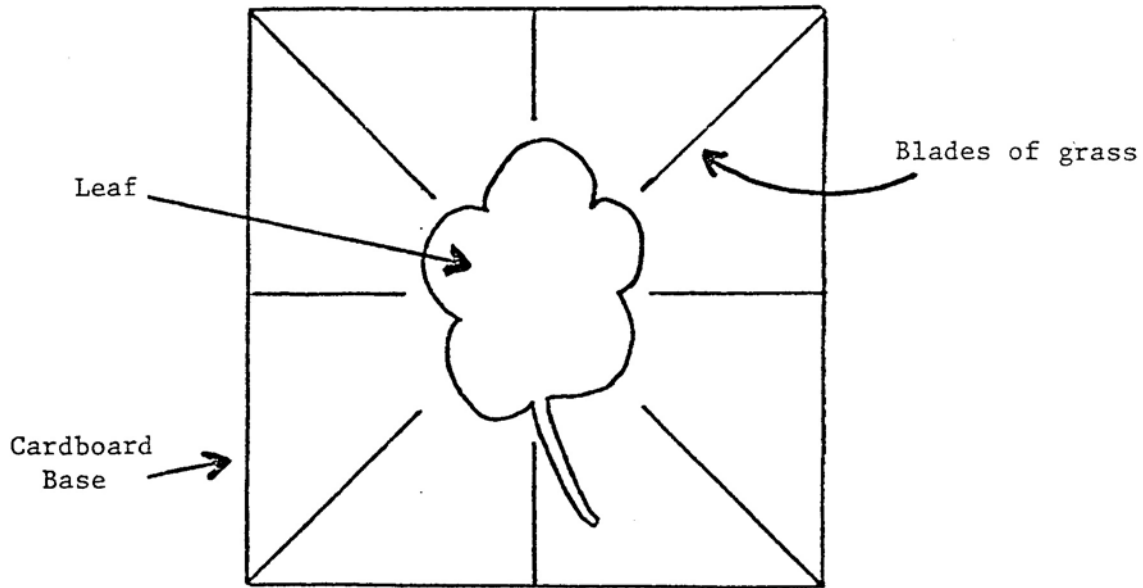
Students can participate in several nature walks at school, or bring in items found outside from around their home, or participate in a class field trip to acquire bits of natural matter. After acquiring these natural objects, the students can identify their own collections.

Students may contribute to a class discussion with regard to their findings. Some sample questions could include:

- a. Name each object you have in your collection.
- b. Where did you find each object? (Seashore, cane field, roadside, etc.)
- c. Can you group (classify) your object according to:
 - ... shape?
 - ... color?
 - ... texture?
 - ... size?
 - ... similarity of object (shells, rocks, feathers, pottery, etc.)?
- d. What is beautiful or especially interesting about these natural objects?

After discussing the objects, the students may mount them on their ply board, pressboard, or cardboard bases creating individual nature scenes.

Example:



Evaluation:

Students may display and explain their pictures to the rest of the class having found new beauty in nature by framing a few of its many forms. Some children may write poems about the items that they have used for their frame-ups.

Teacher Reference:

Adapted from Early Childhood Art; by Barbara Herberholz, William C. Brown Publishers, Dubuque, Iowa, 1974